

**WBS School Advisory Council
Tuesday, September 16, 2025**

Time: 07:00 p.m. to 08:00 p.m.

Location: WBS Seminar Room

Meeting Agenda

1. Opening – 5 minutes
 - Call to Order
 - Welcome and Introductions
 - Approval of the Agenda
2. Approval of Minutes – 5 minutes
 - Review and Approval of Minutes from the Previous Meeting
3. Principal's Report – 15 minutes
4. Expressions of Interest for School Advisory Council – 10 minutes
 - Emily Nevers
 - Shantia Russell
 - Ashraf Iqbal
 - Kelly Zhuang
5. Old Business
6. New Business – 10 minutes
 - Review June year-end report
 - School Success Plan update
 - Call for Co-Chair, Secretary
 - Set the meeting dates for the coming year
7. SAC Funds and Review of Funding Proposals – 5 minutes
 - Review of the funding and commitments
8. SAC Members' questions/comments – 5 minutes
 - Open floor for the SAC members for questions/comments
10. Future Meetings and Adjournment
 - Proposed next SAC Meeting: Tuesday, October 21, 2025
 - Adjournment of the Meeting

West Bedford School
School Advisory Council

2025-2026

Co-Chairs: Julia Spence, **Vacancy**

Principal: Susan Casey (Principal PP- grade 6)

Parents: Julia Spence, Haley Flewwelling, **Vacancy, Vacancy**

Community Members: Tricia Schmeisser, Janice Aucoin, **Vacancy, Vacancy**

Staff: Paola Bartolacci, Katelyn McKenzie, **1 staff vacancy, 1 support staff vacancy**



School Advisory Council Annual Report- June 2025

School	West Bedford School
--------	---------------------

Please list SAC members including names, membership type (i.e., parent, community member, staff), and role (i.e., Chair, Vice Chair).

The West Bedford School Advisory Council's bylaws/agreement outline that the SAC has thirteen (12) voting members, which shall include:

- four parents/guardians; (which includes one member of the Home and School Association when established)
 - Parent/Guardian (Co-Chair) – Julia Spence
 - Parent/Guardian (HSA Rep) – Hayley Flewwelling
 - Parent/Guardian – Yin (Alex) Li
 - Parent/Guardian – Bei Zhou
- four staff: three teachers and one support staff member
 - Teacher – Paola Bartolacci
 - Teacher – Shannon Christie
 - Teacher – Corinne Trottier
 - Support Staff – Heather MacIntyre
- four community members; and
 - Community Member (Co-Chair) – Gary Schmeisser
 - Community Member – Janice Aucoin
 - Community Member – Susan Hart
 - Community Member – Tricia Schmeisser
- The principal (or designate) is a permanent, non-voting member.
 - Principal – Susan Casey

There are no vacant positions.

Please describe a summary of work undertaken by the SAC to improve student achievement and school performance.

The WBS SAC is a new school, with a large and diverse student body. The WBS SAC heard monthly updates on the school success plans and how students are being supporting to achieve outcomes as outlined in the plan.

The WBS SAC was focused on student and community well-being, as outlined in the SAC Roles and Responsibilities. With over 1145 students PP-6, the majority of which are from diverse backgrounds, it was important to the SAC that students are engaging in activities that are reflective and honour their diversity and allow space to incorporate traditional Nova Scotian/Canadian traditions.

In January, a survey was disseminated to parents, staff, and students in grades pre-primary to six asking them about the celebrations taking place in the school and if they felt that their traditions and backgrounds were reflected. While the response rate was lower than desired, the responses provided a good foundation to begin discussions on how to ensure student and community well-being through celebrations/events. It was especially wonderful hearing the student's perception of school celebrations, and their equal excitement and engagement participating in initiatives that were reflective of their own traditions and those of their diverse peers.

Overall results highlighted:

1. Celebrations and Inclusivity:

- Families, staff, and students appreciate multicultural celebrations like Diwali and Lunar New Year, which foster respect, curiosity, and belonging.
- Concerns include underrepresentation of certain traditions (e.g., South American, additional Asian, and Canadian holidays) and the need to balance local and global traditions.
- Celebrations foster joy and connection but can overwhelm schedules or resources for families, students, and staff.

2. Suggestions for Improvement:

- Incorporate a broader range of cultural and traditional celebrations, including underrepresented holidays.
- Balance local traditions like Christmas with global celebrations to maintain heritage and inclusivity.
- Use interactive activities such as cultural fairs, themed performances, and other activities to engage students.
- Simplify event schedules and provide advance planning to reduce stress for families, students, and staff.
- Invite families to share traditions and provide resources to enhance authenticity and cultural learning.

3. Recommendations:

WBS should build on its strong foundation of multicultural celebrations by ensuring balanced representation, integrating interactive and engaging activities, and fostering collaboration with families. This approach can further promote inclusivity, cultural awareness, and a sense of belonging within the school community.

The results from this survey were utilized when completing the EECD Local Voice Survey.

The WBS SAC is also leveraging co-location with the WBS High School to align school celebrations across the two schools, and to brainstorm other shared initiatives that can be done between the Elementary and High School students to create a sense of united community, shared well-being, etc.

This work will be important moving forward with the new Provincial Code of Conduct and the school's focus on creating a Safe School Strategy that includes a School-wide matrix of expectations for behaviour to support a positive and safe school culture and climate.

Please list any significant milestones and success stories that the SAC would like to highlight.

The WBS SAC is a new school, with a very large student population, that is working to establish a school culture and climate that is reflective of the students and families in the community. Celebrations and special events are fantastic ways for students to apply or enhance what they are learning in curriculum in a fun atmosphere that can be shared with broader community. For this reason, The SAC was able to support student and community well-being initiatives by engaging staff, students and parents in a survey asking them about the school's events and whether they feel reflected in school initiatives and celebrations.

The SAC has also been engaging with the WBS High School to align school celebrations, events and initiatives across the two schools, and to brainstorm other shared initiatives that can be done between the Elementary and High School students to foster a strong school culture. This also included joint fundraising for the purchase of a shared school mascot suit.

Please describe any related sub-committee work undertaken by SAC members (e.g., School Options Committee).

N/A

Statements of Revenues and Expenditures:

June 30, 2024: SAC Grant Balance of \$205.34

November 18, 2024: SAC Grant deposit \$6020.00 (total in SAC grant account- \$6225.34)

Spending of SAC Grant:

1. Lorne Julien Mural Painting on Canvas (School Culture and Climate) \$977.50
2. Field Trip to the Art Gallery of NS (Howe/Johnson): \$365.84
3. Phys Ed equipment support gross motor skill development: \$441.56
4. Field Trip for Grade 5 (Hennigar/Colpitts) to
5. Fieldtrip for Grade 5 (MacLeod/Trottier) to
6. Core French Materials (K. Roy) \$500.00
7. FI Literacy Center materials (Z. Whitehead, S. Johnson, E. Christenson) \$750.00
(PENDING APPROVAL)

Balance: \$1119.44 (as of May 12, 2025)

Expenditures supporting the school improvement plan (e.g., providing resources to support math and literacy instruction).

Yes, the SAC WBS uses an application system where the applicant must identify how their initiative and the funds will support the school improvement plan.

1. Over the week of September 23rd, 2024 the Grade 5 students worked with Mi'kmaq artist, Lorne Julien to design and paint an indigenous themed mural in the library. One aspect of this project is a 12 " x 20" acrylic on canvas original of the mural. This project showcases the beauty and culture of the Mi'kmaw peoples and involves students of Mi'kmaw/Indigenous Ancestry along with all other students in Grade 5. The mural creation was witnessed by all students and staff which supported the continuous work around creating a positive and safe school environment.
2. Field trip for 45 students in FI 2/3 Johnson and ¾ Howe to the Art Gallery of Nova Scotia. Teachers and students explored the Art Gallery of Nova Scotia's dynamic exhibitions and works from the Permanent Collection on view in Halifax. Special attention was placed on the Maud Lewis collection as students had been studying Maud Lewis in literacy and art lessons. The \$365.84 funding proposal was approved.
3. The Phys Ed team submitted a funding proposal of \$441.56 to purchase equipment to support younger students (Primary to Grade 2/3) with their balance. The equipment would allow the team to set up obstacle courses that

can challenge students to use their balance and coordination skills (Wellbeing-physically active lifestyle). The \$441.56 was approved

4. Field Trip for 56 students to Citadel Hill for a 90-minute guided tour provides a hands-on approach, with each program developed to match an array of social studies curriculum and is also exciting and entertaining for students.

Social Studies: Learners will investigate past and present relationships among Indigenous Peoples, African Nova Scotians, Acadians, and British Settlers.

Social Studies: Learners will analyse how the cultural legacy of colonization continues to influence societies.

Social Studies (Skill): Investigate - Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

English Language Arts (GCO 1): Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

This proposal was submitted by Jeff Hennigar and Campbell Colpitts for \$1000. SAC approved \$1000.

5. Field Trip for 56 students to Citadel Hill for a 90-minute guided tour guided tour provides a hands-on approach, with each program developed to match an array of social studies curriculum and is also exciting and entertaining for students. This fieldtrip meets the same curriculum goals as the field trip for Mr. Hennigar and Mr. Colpitts. This funding proposal was submitted by Margo MacLeod and Corinne Trottier for \$1000. SAC approved \$100
6. Clothing Unit in Core French submitted by Kristen Roy (Core Frech 5) for \$500 to allow Grade 5's to design and make their own t-shirts that represent themselves to support literacy for the students. The funds are to buy the t-shirts. The \$500 was approved.
7. Proposal was submitted May 12, 2025, for literacy center materials to support programming in FI classes: Grade 1, 2/3, 4/5. Funding for literacy materials in French immersion classrooms supports student achievement by providing resources that reflect diverse cultural identities, especially for African and Mi'kmaw/Indigenous students. Culturally relevant books and tools enhance engagement, build pride, and create a sense of belonging. The funding proposal is for \$750.00

Expenditures supporting policy development and implementation (e.g., supporting and promoting new policies).

The WBS SAC did not consider any expenditures related to policy development or implementation. This may be an expenditure in early September 2025 as the school shares and posts their school-wide matrix of expectations.

Expenditures covering operational expenses; up to 20 per cent of provincial SAC funding may be used as operational expenses, if necessary, to encourage and support member participation)

No expenditures were made by the WBS SAC for operational expenses.

WBS School Advisory Council

Date: June 10, 2025

Time: 07:00 p.m to 8:00 p.m

Location: WBS Seminar Room

Members Present:

- 1. Co-Chairs:** Gary Schmeisser (Community Member), Julia Spence (parent of P-3, French Immersion)
- 2. Principal:** Susan Casey (Principal PP- grade 6)
- 3. Support Staff (Library Specialist):** Heather MacIntyre (Support Staff Library)
- 4. Teacher Representative:** Shannon Christie (Grade 4 teacher, English Program)
- 5. Teacher Representative:** Corinne Trottier (Grade 5 teacher, English Program)
- 6. Teacher Representative:** Paola Bartolaccie (Learning Support, English Program)
- 7. Parent Representative:** Alex Li (parent of P-3 student, French Immersion)
- 8. Parent Representative:** Haley Flewwelling (parent of P-3 /4-6 student, French Immersion & Home and School Representative)
- 9. Parent Representative:** Bei Zhou (parent of P-3 & 4-6 students, English program)
- 10. Community Member:** Tricia Schmeisser
- 11. Community Member:** Susan Hart
- 12. Community Member:** Janice Aucoin

Regrets: Susan Hart, Shannon Christie, Corinne Trottier

Observers:

1. Joanne Treen (Vice Principal, WBS, Grades 4-6)
2. Jacinta Heckman
3. Courtney Smith (Vice Principal, WBS, Grades PP-3)

1. Opening

- A. Call to order
- B. Approval of agenda

2. Approval of meeting minutes from May SAC meeting

3. Principals Report:

Principal's Report: June 10 2025

1. Safe Schools Strategy prior to the new Provincial Code of Conduct being released.

WBS Matrix of Expectations

SAC- what will their involvement look like? **Collecting feedback from SAC members on June 10 2025**

How to gather information from students? **Currently happening in classrooms with teachers**

Next September:

- Ensure everyone is informed of the new Code of Conduct
- Share and explain school wide expectations
- Ensure classroom routines are established and consistently applied
- Consistently apply the code of conduct

2. Student Success Plan for WBS:

a. We are wrapping up our short cycle 3 strategies of our success plan.

Literacy Goal: We will improve student achievement in **literacy**, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

Student Data: Our student data shows that our writing across the grade levels continues to be lower than we would like. This information continues to inform our next cycle focus.

Strategy/Actions: What will you do next to impact the learning for ALL students?

- *Explicitly engage students in firm learning goals for writing, why they are learning it, and the success criteria to meet the outcome. (Firm Goals-Flexible Means)*
- *Develop targeted strategies to further support the reading and writing reciprocity.*

Mathematics Goal: We will improve student achievement in **mathematics**, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

Student Data: The student data shows that most students across the grade levels are meeting expectations or at cusp of meeting the expectations.

Strategy/Actions: *Explicitly engage students in firm learning goals, why they are learning it, and the success criteria to meet the outcome.*

Making sure learning goals and success criteria are shared in a clear, student-friendly way.

· *Develop targeted strategies to further support stamina in problem-solving activities.*

Offering different ways for students to practice and show their learning.

Helping students move between different strategies and apply them in new situations.

Well-being Goal: We will improve student **well-being**, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

Student Data: The wellbeing data that we have collected indicates that there needs to be a continued focus on getting to know our students and families as they are known. By doing this, our WBS community will know that they are respected and valued for who they are.

Strategy Actions:

- Continue to support the collaborative work between classroom teachers and knowledgeable others within the building to support student wellbeing.
- Develop a school wide Mission, Vision, and Core Values and draft a PIBS school Matrix of expectations that will inform classroom Norms and expectations.

Overall Trends from Short Cycle 1 to 3

Focus Area	Student Achievement Growth	Teacher Practice Evolution
Literacy	From basic skill acquisition to independent, complex writing and increased French language fluency.	From data-informed instruction to UDL-driven, scaffolded, and personalized learning strategies.
Math	From foundational fluency and risk-taking to strategic, confident application and representation.	From interactive, differentiated routines to intentional, tech-enhanced, and individualized instruction.
Well Being	From learning self-regulation tools to full engagement, agency, and community connection.	From embedded SEL strategies to school-wide inclusion and culturally responsive teaching.

Next Steps for our Student Success Plan 2025-2026

- Continue to:

- o Embed firm goals and exemplars in all instruction.
- o Strengthen reading-writing reciprocity using mentor texts.
- o Utilize formative assessments to personalize instruction.
- o Expand inclusive practices beyond singular events into year-long planning.
- o Collaborate across teams (teachers, guidance, psychology) to support students' holistic development.
- o Finalize and implement a school-wide Mission, Vision, Core Values, and a PIBS Matrix to promote consistency.

School Matrix of Expectations

- DANCE Acronym: Explained and shared on weekly announcements, with Friday dance participation.
- Development Process: Created collaboratively by students and staff; summarized using AI to retain student voice and reduce redundancies.
- Community Inclusion: SAC (parents/community members) provided a blank template for input. Discussions included:
 - Expectations for behavior in shared spaces, including outdoor areas and when families use the school after hours.
 - Communication to ensure expectations apply to all—students, families, and visitors.
 - Accountability measures for everyone adhering to these expectations.
- Language Updates: Refinement for clarity, such as "Use respectful language when speaking with anyone."
- Cultural Support: Expectations support newcomers to Canada by introducing behavioral norms for WBS/schools in Canada.
- Family Communication: Consider highlighting sections of the matrix in weekly newsletters and including it in new family welcome packages.

- Additional Notes:
 - Review similar matrices from other schools (e.g., WBH) for alignment.
 - Add specific behaviors for traveling to school, such as respecting crossing guards and using sidewalks appropriately on bikes/scooters.
 - SAC feedback deadline: June 18, 2025.
 - Mid-year review in 2025-2026 to assess effectiveness and make necessary adjustments.

4. Old Business

A. Community building WBS/WBH

Whole Building Events: A week of activities planned for December; will revisit planning in September with potential involvement from Home and School.

Cultural Fair: Consider hosting a cultural fair in March, inspired by WBH's event. Grade 6 students could participate or lead in setting up a similar event.

Grade 6 Field Day: WBH to organize a field day for Grade 6 students.

Innovation Grant Proposal:

- Developing a fitness room for Grades 5–7, modeled after Orange Theory with stations suitable for younger students.
- Collaboration with WBH's SAC for a shared \$20,000 Innovation Grant (\$10,000 per school).
- Grant application deadline: June 13.
- Fitness room would be used during Phys. Ed classes or monitored by teachers during recess/lunch

5 . New Business

- SAC report, changes or suggestions welcome. Due on June 16th

6. SAC members questions/comments

- None at this time

7. Future meetings and Adjournment

- A. Next SAC meeting is September 9th, 2025. All following SAC meetings will be held on the 3rd Tuesday of each month from 7pm-8pm
 - Call out for new members is after September meeting, then in October new members will join the SAC
- B. Meeting adjourned